DOCUMENT RESUME

ED 352 297 SO 022 564

TITLE	Introduction to the Model United Nations.
INSTITUTION	United Nations Association of the United States of America, New York, N.Y.
REPORT NO	ISBN-92-1-100491-8
PUB DATE	92
NOTE	37p.
AVAILABLE FROM	Publications Department, United Nations Association of the USA, 485 Fifth Avenue, New York, NY 10027 (1-10 copies, $5 each; 10 or more, $4 each; with 15-minute video, $20).
PUB TYPE	Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Elementary Secondary Education; Experiential Learning; *International Organizations; *International Relations; Learning Activities; Role Playing; *Simulation; Social Studies; Student Educational Objectives; Teaching Methods; *World Affairs
IDENTIFIERS	*Model United Nations; *United Nations

ABSTRACT

This publication is designed to introduce students and teachers to the Model United Nations experience. The Model United Nations is a simulation of the United Nations (U.N.) system in which students assume the roles of ambassadors to the U.N. and debate the current issues on the U.N.'s agenda. This guide is organized into three chapters. The first chapter is an overview of the United Nations system, followed by an exploration of how the Model U.N. relates to the world organization. The second chapter takes the reader through the steps of the Model U.N. experience describing how to prepare, role-play, and evaluate the experience. Finally, the third chapter provides lists of U.N. and Model U.N. materials and resources that can be acquired by those interested in becoming further involved in Model U.N. events, conferences, and programs. (DB)

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INTRODUCTION TO *The Model United Nations*

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In addition, this publication has a companion video that can be ordered from UNA-USA or U.N. Publications:

The Model U.N. (15-minute video). An excellent introduction to the Model United Nations for students and faculty. Jointly produced by UNA-USA, the U.N. Department of Public Information, and U.N. Publications includes U.N. and Model U.N. footage and *Introduction to the Model United Nations*. 1/2" VHS cassette and a 32-page booklet. Price: $20 each.

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Price: $5

ISBN: 92-1-100491-8
U.N. Sales No.: E.92.I.23

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Note to the Teacher

The Model United Nations Experience is both an introduction to and a tool for preparation to participate in the Model United Nations. Model U.N.s may be held at almost any age level. Even quite young children within their classrooms can carry on simple discussions, represent different points of view and try to reach agreement on joint action to undertake. No matter what grade level, the Model United Nations is a wonderful tool for teaching. Through research and role-play, participants learn the basics of international education: major world changes, the movement towards a just, harmonious and progressive world community and the United Nations' central part in these developments.

By enacting a delegate's role, students come to appreciate the concerns of different countries, the strengths and limitations of diplomacy and the patience and skills needed to reach consensus. They will learn about the international process: defining objectives, agreeing on means to achieve them, and undertaking cooperative action. They will also learn the elements of good citizenship and what can be accomplished when community members work together.

Educational Effectiveness of the Model United Nations

The Model U.N. helps students realize the importance of research and preparation because the students are required to act upon the knowledge they have gained through preparation. The simulation deepens the students' understanding of international decision-making through direct experience.

The Model United Nations can equip students with valuable knowledge that includes:

- knowledge of the United Nations' structure, functions and aims and of nation-states' foreign policies;
- comprehension of national interests, geography, other cultures and values, and international legal and financial systems.

The experience teaches students about important learning processes such as:

- advance research;
- reading comprehension, public speaking, and debating;
- information analysis, synthesis and evaluation;
- critical thinking, problem-solving, negotiation and compromise;

- integration of current events with history;
- social skills - cooperation and leadership.

Finally, the Model U.N. experience will help young people to:

- understand diplomacy;
- become knowledgeable, conscientious and concerned citizens;
- comprehend social change through democratic institutions and systems;
- appreciate the perspectives and concerns of others.

By preparing and participating in simulations of the United Nations and other International Organizations, students develop a global perspective on issues confronting the world community.

The Teacher's Role

As a teacher, your role in the Model United Nations includes assisting with the students' preparation and facilitating their extensive and demanding research effort. During the Model U.N. itself, you will become less and less involved as the students take over. After the simulation concludes when de-briefing and follow-up discussions, necessary

for reaping the full educational benefits of the Model U.N. experience, occur, you again take the lead.

Primarily you are there to encourage the participants to develop basic understanding about the world and the United Nations. You also help students discover that the Model U.N. experience provides more than a superficial glimpse of international diplomacy; it is a chance to understand the feelings and empathize with the aspirations of the people the student is expected to represent.

Introduction

The Model United Nations is a simulation of the United Nations system. Students assume the roles of "ambassadors" to the United Nations and debate the current issues on the U.N.'s agenda. Through diplomacy and negotiation, Model U.N. students seek ways that the world community can deal with complex global concerns such as the environment, economic development, refugees, AIDS, conflict resolution, disarmament, and human rights. Young people of all backgrounds and walks of life participate in these educational exercises to experience first-hand decision-making processes and diplomatic work at the United Nations.

The popularity of the Model United Nations grows every year. Through the Model U.N., thousands of young people are learning about specific countries and issues and about the complexities of politics in a multilateral setting. In the Model U.N. environment you will need the skills of the negotiator: to know how to listen, to persuade, and to sense when to step back and when to push for agreement. If you and your generation

are to meet the challenges of an even more complex and demanding world, then you will need these attributes in abundance.

The Model United Nations is a very special educational enterprise. Respect for the rule of law, civil discourse, the peaceful competition of ideas, and building consensus are all key ingredients of the experience. The Model United Nations can help you better understand the importance of tolerance and, more importantly, of resolving differences through dialogue and compromise. As democracy takes hold in new parts of our world, training in the ways of democracy will prepare you to be a leader in the world of tomorrow. The Model United Nations offers an excellent means for you to gain practical experience with democratic processes in a multiracial, multicultural, and multilateral setting.

This publication is a brief introduction to the Model United Nations experience. The first chapter is an overview of the United Nations system, followed with an explanation of how the Model U.N. relates to the world Organization. The second chapter takes you through the steps of

the Model U.N. experience, describing how to prepare, to role-play and to evaluate the experience. Finally, the third section gives important information and lists of U.N. and Model U.N. materials and resources that you can acquire to get more involved in Model U.N. events, conferences and programs.

This book has a companion, 15-minute video cassette entitled "The Model United Nations" that shows you real-life Model U.N. action and how the Model U.N. parallels the actual United Nations. As a package, the video and this book will give you a thorough introduction to the exciting Model United Nations Experience.

The United Nations and the Model United Nations

The United Nations is an international organization whose membership consists of governments. It has six principal organs - the General Assembly, the Security Council, the Economic and Social Council, the Trusteeship Council, the International Court of Justice, and the Secretariat. In addition, the United Nations system includes thirteen specialized agencies that focus on social, cultural, economic, health, educational and other humanitarian fields.

The United Nations system was established in 1945 after the Second World War and when the Charter was ratified by the five permanent members of the Security Council (China, France, United Kingdom, United States and the USSR) and the remaining 46 signatory governments. The membership of the organization has increased significantly over the years. As of May 1992, 178 countries were members of the U.N.

The primary purposes of the United Nations are to maintain international peace and security; to develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples; to foster

international cooperation for solving international economic, social, cultural, and humanitarian problems; to promote respect for human rights and fundamental freedoms; and to be a center for harmonizing the actions of nations in attaining these common ends. When governments sign and ratify the Charter of the United Nations they declare that they will abide by the provisions and obligations outlined in the Charter and in effect promise the international community to fulfill these obligations through peaceful means.

The Charter of the United Nations establishes the principles and diplomatic rules for the post World War II era. It provides a level playing field for intergovernmental negotiations and the way consensus on global issues can be fairly and honestly achieved. The U.N. validated the priority of diplomacy over the use of force in international affairs. Diplomacy is the heart of the United Nations. It is the currency of governments when they debate and negotiate the issues at the United Nations. Through diplomacy, the decisions of the United Nations are made and the common ends of the international community are determined.

The U.N. has a vast agenda that covers nearly all conceivable global concerns including the environment, human rights, education, economic and industrial development, women's issues, children's and youth's needs, drugs, disarmament, atomic energy, food and hunger, disaster relief, refugees, wars, and international law. The U.N. member states address these issues on a continuous basis and they often take years to reach a consensus on action plans or decisions.

The Model United Nations places you into the shoes of the U.N. diplomats. You address the same issues, in the same way, that the real diplomats confront them at the United Nations. The biggest difference between the Model U.N. and the U.N. is time. The U.N. works continuously year after year, while the Model U.N. lasts from a few hours to four or five days. The compression of time of the Model U.N. makes the simulation very intense and at times extremely frustrating.

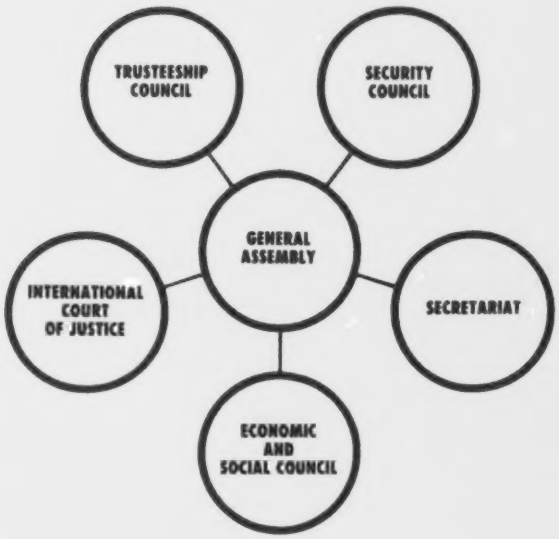
To reach agreement on complex global issues at a Model U.N. is often very difficult and sometimes it does not materialize. The goal for both the Model U.N. and the U.N. is to reach a consensus

in resolving global problems. The successful Model U.N. experience is measured by how well you negotiate and build consensus. It should enable you to learn what people in different regions feel is important today -- their concerns and hopes for the future; major developments which are changing the world; how the nations of the U.N. can improve peoples' lives and create a fairer world system; and, skills and behavior which contribute to international cooperation.

Another important part of the Model U.N. involves the organization and administration of the U.N. simulation. The ways of conducting a Model U.N. range from small single classroom settings involving 15 to 30 students to large national inter-school conferences with over 2,000 students. The scale and scope of any Model U.N. is determined by the resources of the organizers and the anticipated number of students who will participate. One of the greatest assets of the Model U.N. is its simplicity. It doesn't necessarily require advance technologies, large budgets, or extravagant environs to be conducted. It can be held in either a regular classroom or a large convention hotel.

No matter how large or how small, the Model U.N. must include a meeting place, officers of the U.N. body being simulated, rules of procedure, and a secretariat to serve the needs of the participants.

The United Nations System



How the Model U.N. Works

There are two basic components to the Model U.N. experience. First, you go through an intensive preparation process researching the countries you will represent, organizing positions, preparing policy papers, drafting resolutions, and practicing the rules of procedure and public speaking techniques. Second, you become an "ambassador" when the Model U.N. begins. You synthesize and apply the information and skills developed during your preparation when the role-playing gets underway during the simulation.

There are three steps in the Model U.N. experience:

Step 1: **Preparation**

Step 2: **Participation**

Step 3: **Evaluation**

Participation Requires Preparation

The first step in the Model United Nations experience is to prepare yourself to be a delegate. You will need to learn about three things:

- the country you are to represent
- the subject or issues on the agenda
- the work of the United Nations related to the subject or issues.

To begin, write on one page: 1) the reasons why you want to participate in the simulation, and 2) your personal ideas about the United Nations (its aims, effective ways of working, and significant accomplishments). Save your answers to compare with your thoughts and ideas after the simulation is over.

Since you will become the "ambassador" of one of the U.N. member states, you will need to profile "your country." This particular part of your preparation is very important. You will need to know some basic facts about your country which might affect its policies in the United Nations. Some of the areas of consequence include:

- economic system and the country's economic situation;
- the country's political system and political history;
- the social structure and values of the society;
- the cultural heritage and content of the people;
- the National priorities of the country's government and political leadership;
- the international priorities and foreign policies of the country.

The objective of your research is to ascertain the ways that your country perceives the United Nations and its application to your country's policies and interests. Some of the questions you should be able to answer from all the research includes: Does your country use the U.N. as a means for:

- furthering national interests?
- exchanging ideas and assistance?
- helping maintain stability?
- mobilizing nations to cooperate on common concerns?
- building a more just world community?

The country research part of your preparation is an on-going activity which will take considerable time. It will also be a group effort if the Model U.N. you are attending requires that a delegation of several people is needed to represent a member state.

The second stage of your preparation should focus on understanding the issues or subjects that are on the Model U.N.'s agenda. In many instances, you and your colleagues will have to deduce what your country's views may be on these matters. But that is what research is all about.

A Model United Nations may have a singular theme like human rights or economic development, or it may cover several different areas of the U.N.'s work such as regional conflicts, disarmament, refugees, children's issues, external debt of developing countries, and the environment. The agenda of a Model U.N. will coincide with the number of U.N. bodies being simulated. The organizers of the Model U.N. set the agenda and normally provide background papers on each item. Your job is to find out what your country's position or views are on these issues and to develop a strategy for the country for the Model U.N. sessions.

Finally, the last stage of your research will focus on the United Nations system and its work. Comprehending the roles and functions of the various parts of the U.N. system on the issues and concerns is essential to your role as a delegate. The U.N. system is quite vast and may take some time to fully understand. It is important to know what the U.N. has done on an issue and the limitations of the U.N.'s abilities to resolve or take action on the problem(s). Ultimately, you will want

to learn as much about the past as you will about the present. This part of your research should help you better understand the role the U.N. plays in international affairs and how the U.N. operates as a diplomatic and policy-setting body for the international community.

After you have researched the country you will represent, the issues on the Model U.N.'s agenda and the United Nations system, you will be ready to prepare a "position paper." This should be concise, consisting of the main points you think your country would consider important for the issues to be discussed. During the simulation you can use these points as the basis for a speech or as items you might try to have included in resolutions. As you negotiate, you will undoubtedly modify them or you may even abandon them altogether.

Role-Playing - Where the Action Is!

The second step in the Model U.N. experience is applying the information and knowledge you have acquired during your preparation. Once you and the other delegates arrive either in the meeting room or at the conference facilities, you are no longer a student.

You are the "official representative" of the country you have been assigned. You are a diplomat. Your purpose and that of your colleagues representing the other U.N. member states is to address the issues and problems on the agenda and to develop a workable resolution which the largest number of nations can support.

The Model U.N. meetings are structured by rules of procedure which provide the ways and means for countries to express their views, to consider proposals and resolutions, and to come to decisions on resolving the issues and concerns on the agenda. You will have two principle concerns:

- to express the viewpoint of the country you represent for the purpose of sharing the ideas and experience of "your" government and procuring a resolution acceptable to "your" country, and
- to contribute to developing an international response fair to all nations.

Role-playing involves working in a group and making speeches. As soon as you begin the meetings, you will want

to meet informally with delegates of countries with backgrounds and concerns similar to yours in order to coordinate ideas and actions. In the Model U.N., these groups are often called "caucus groups." These groups are all unofficial and are not bodies that can bind "your" country to any position or viewpoint. The purpose of these groups is to facilitate the negotiating process. For example, the developing countries have formed the "Group of 77" that concentrates on forging a common agenda among over 125 countries in Africa, Asia, Latin America and the Middle East. The European Community (EC), on the other hand, is a very cohesive group of the twelve member countries in western Europe with the country holding the EC Presidency given the authority to speak on behalf of the twelve countries.

Negotiations are very intense and can be very frustrating, especially in the larger groups. Most of the diplomatic work is accomplished during the informal caucuses producing draft resolutions, amendments, and the important compromises needed to reach consensus.

Speech-making during formal proceedings is another important part of role-playing. These public pronouncements permit delegates to "show their stuff" as an orator and thinker to the rest of the assembled group. Yet, not everyone is a polished speaker and in the Model U.N. debate substance is as important as style at the podium. A careful balance of listening and speaking must be struck in order to generate support and to find consensus on the problem.

The end result of the process is the adoption of a resolution or resolutions by a vote, reflecting the aggregation of interests of the member states at the meeting. Therefore, your purpose at the Model U.N. is not to make the best presentation or to have "your" resolution win. Successful diplomacy is reaching a consensus on a resolution or proposal.

Sample of Two Statements made at the United Nations

Mr. Kufuor (Ghana), speaking on behalf of the Group of 77, he said that in previous debates on the matter, copious statistics had always been quoted to illustrate the magnitude of the crisis; however, mere statistics could not reflect the grim reality of the suffering endured by millions of people as a consequence of the worsening debt crisis. Some countries were forced to allocate as much as 65 percent of their export earnings for debt service. International concern for the external debt of developing countries, though encouraging, had fallen short of the definitive response. The time had come for a full and active involvement of the United Nations in finding a solution to the critical debt situation.

The external debt of developing countries had reached a new peak of $1,300 billion in 1990; interestingly, the increase over 1989 had not been due to any substantial expansion of lending to developing countries, but rather to the fall in the value of the dollar...Low commodity prices, high interest rates, protectionist measures, transfer of resources, the inadequate liquidity situation of the international monetary system, currency instability and many other factors constrained the development efforts of the developing countries, which were already overburdened with debt...

The Group of 77, in a Ministerial declaration, had called for a comprehensive debt-reduction strategy that would lead to the strengthening and liberalization of the international trading system as the most important sources of real growth and development for debtor countries...The Group of 77 wanted a link to be established between debt servicing and the needs of developing countries and the adoption of rapid, innovative and far-reaching measures aimed at reducing appreciably the total indebtedness of developing countries. Debt relief could also be a major incentive for countries to

embark upon democratization, for acute poverty was an enemy of true democracy...

Mr. Marks (United States of America) said that internal efforts to manage external debt in some debtor countries had temporarily threatened economic and social development. However, both creditor and debtor countries were increasingly realizing that the primary repsonsibility for debt management and an end to the crisis rested with the debtors. Resolution of the debt problem depended largely upon the willingness of the debtor nations to carry out deep-rooted structural reforms.

Successful economic reform required the consistent and comprehensive implementation of a number of policy principles. Establishing or reinforcing sound monetary and fiscal policies, reducing inappropriate subsidies while allowing domestic prices to find their own levels and opening the economy to domestic private-sector and international market forces laid the foundation for economic stability. To speed the process, policies should be accompanied by efforts to promote efficiency and provide incentives for production by establishing private property rights and privatizing public enterprises, promoting domestic competition and reducing or reforming the role of Governments. The success of such reforms would depend on attention being paid to the most economically vulnerable groups in the countries undertaking them.

The industrialized countries must make a serious contribution to reducing the external debt crisis by providing debtor nations with greater trade opportunities, investing in productive projects that generated employment and the transfer of technology, and by providing, in cooperation with the international financial institutions, technical assistance in implementing sustainable economic and financial policies...

Example of a General Assembly Resolution

46/148. International debt crisis and development: enhanced international co-operation towards a durable solution to the external debt problems of developing countries

The General Assembly,

Reaffirming its resolutions 41/202 of 8 December 1986, 42/198 of 11 December 1987, 43/198 of 20 December 1988, 44/205 of 22 December 1989 and 45/214 of 21 December 1990,

Reaffirming also the Declaration on International Economic Cooperation, in particular the Revitalization of Economic Growth and Development of the Developing Countries, contained in the annex to its resolutions S-18/3 of 1 May 1990, the International Development Strategy for the Fourth United Nations Development Decade, contained in the annex of its resolution 45/199 of 21 December 1990 and the Programme of Action for the Least Developed Countries for the 1990s, adopted by the Second United Nations Conference on the Least Developed Countries,...

Welcoming also recent actions taken by the international community to reduce or cancel the official bilateral debt owed by least developed countries and other low-income countries, in support of their own adjustment efforts to stabilize their economies,...

Noting with appreciation the continued efforts to formulate and implement innovative and bold proposals and initiatives to address the debt problems, such as those taken under the Toronto terms, the Trinidad and Tobago terms, the Netherlands initiative, the French initiative, the Houston terms and the Enterprise for the Americas initiative,...

Emphasizing the importance for debtor developing countries to continue to pursue and intensify their efforts in their stabilization and structural adjustment programmes,

Expressing its concern that, in many developing countries, the burden of debt and debt-service constitutes one of the major obstacles to the acceleration of growth and development and

eradication of poverty, despite the often strenuous stabilization and structural adjustment programmes of these countries,

1. Urges Member States and multilateral financial institutions, within their prerogatives, to work towards an early, growth- and development-oriented solution to the external debt problems, and, in this connection, urges them to intensify their efforts for the full implementation of General Assembly resolution 45/214;...

4. Emphasizes the importance for debtor developing countries to continue to pursue and intensify their efforts in their stabilization and structural adjustment programmes to raise savings and investment, reduce inflation and improve efficiency, taking into account their individual characterisitics and the vulnerability of the poorer strata of their populations;

5. Recognizes the need of the debtor developing countries for a supportive international economic environment, as regards, inter alia, terms of trade, commodity prices, improved market access and trade practices, and, in this connection, stresses the urgent need for a balanced and successful outcome of the Uruguay Round of multilateral trade negotiations, which would result in the liberalization and expansion of world trade to the benefit of all countries, in particular the developing countries;...

9. Also stresses the need for more urgent action with regard to the commercial debt owed by developing countries through increased efforts and improved access to and expanded use of existing facilities and arrangements, and encourages the continued consideration and, where appropriate, wider application of innovative measures, such as debt-for-equity swaps, debt swaps for the protection of nature and debt-for-development swaps, as contributions towards addressing the external debt problems of all indebted developing countries concerned;...

Reflecting on the Model U.N. Experience

In the end, you will have spent considerable time and effort preparing for and participating in the Model United Nations. After you finish the simulation, you should evaluate what you have learned from the experience. Here are some ways you might want to do this.

1) What the meeting accomplished (from the point of view of the country you represented).

As "your" country's representative, you would report to your Ministry of Foreign Affairs. Write such a report, including in your evaluation of whether the resolutions passed included points considered important by your country; whether they did not include such points but were nonetheless acceptable; or whether they were unacceptable. You may also add your suggestions on what actions the country might take to carry out the resolutions.

2) How closely did the Model U.N. simulate the real U.N.

You and your colleagues should discuss whether the simulation accurately reflected the situation in the world and in the U.N. today. An attempt could

be made to explain what were the main obstacles to agreements and how such obstacles could have been overcome. Finally, you might want to analyze how the real delegates at the U.N. addressed the same issues by looking at U.N. documents and resolutions on these issues.

3) Evaluation of the experience (from your own personal point of view).

You should go back to the two questions that you answered before starting your preparation to see whether your answers may have changed. In addition, you might consider answering the following questions:

- In what ways do you see world affairs and the U.N. differently than before?
- What impressed you the most about the experience?
- Did the experience help you develop new skills and identify skills that you need to work on?
- Did the Model U.N. raise questions you will explore in greater detail?

From start to finish, the Model U.N. experience is a great way to learn about the United Nations and international

relations. The world's issues and concerns actually come alive and you are at the center of it all. All it takes is dedication and enthusiasm to be a part of the ultimate diplomatic experience. Who knows, maybe you too will become the representative of your country at the real United Nations? Check it out and get the Model U.N. experience.

Resources and Materials

Hopefully this publication has given you an idea of how the Model United Nations works. The United Nations and the United Nations Association of the USA invite you and your friends to get involved. To help you with your preparation and participation, the U.N. and UNA-USA suggest that you consider acquiring the resources and materials listed below:

United Nations Publications recommends the publications and materials below:

Basic Facts About the United Nations E.90.I.2. This book provides a general introduction to the role and functions of the United Nations and its related agencies, highlighting and outlining the main objectives and achievements of the Organization. Price: $5.00.

Everyone's United Nations E.85.I.16(S). This basic history book describes the structure and activities of the United Nations since its founding in 1945. Price: $9.95.

The Blue Helmets: A Review of United Nations Peace-Keeping E.90.I.18. A primary sourcebook filled with comprehensive, factual coverage of all 18 U.N. peace-keeping operations, from the 1948 Middle East military observation group through deployments, as of June 1990, in Angola, Central America and Iran-Iraq. Price: $14.95.

U.N. Chronicle (Subscription). An essential tool for teaching and learning about the U.N., this

quarterly magazine provides full coverage of issues ranging from food and health to peace-keeping and the world economy. Highlights of the Security Council and the General Assembly sessions are contained. Annual Subscription: $20.00.

World Concerns and the United Nations E.86.I.8. This book provides model teaching units for primary, secondary and teacher education that are directly useable in the classroom. The 26 units in the collection deal with the aims and activities of the United Nations and its system. Price: $12.00.

Mimeographed documents. Available on an annual subscription and released upon publication, these documents both reports of the workings of the different organs of the U.N. and the verbatim records:

Reports -	
General Assembly	$200
Security Council and Disarmament Affairs	$115
Economic and Social Council	$250
Verbatim Records -	
GA/PV - Plenary Meetings	$125
GA/PV - First Committee	$125
Security Council	$125
All of the above Verbatim Records	$300

VIDEOS

The United Nations has just completed an educational series of videos dealing with key international issues. Seven videos cover: Peace-keeping, Human Rights, Palestine, Africa Recovery, Environment and Development, Decolonization and Literacy. Each individual video and its accompanying teaching guide is priced at $29.95.

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Distribution Division, U.N. Department of Public Information, United Nations Headquarters, New York, New York 10017, USA.

UNA-USA recommends the Model U.N. materials below to Model U.N. participants:

The Calendar of Model U.N. Conferences (annual). Basic information on who, where and when Model U.N. conferences are conducted each year throughout the world. Price: $5.00.

The Model U.N. Survival Kit (annual). The Kit contains four publications which provide comprehensive information for students and faculty participating in a Model U.N. Contains: *Guide to Delegate Preparation, A Global Agenda: Issues Before the General Assembly, International Economic Diplomacy,* and *We the Peoples: A Citizen's Guide to the United Nations.* Price: $22.50 each, $20 each for orders of 10 or more.

Model U.N. Security Council Kit. A complete Model Security Council simulation package designed for use in the classroom and as a community program activity. Price: $40.00.

The Model U.N. Network News (quarterly). News and notes about the Model U.N. events, activities and student commentary around the world. Price: $5 annual subscription.

UNA-USA offers useful services and programs that includes an annual UNA-USA Model United Nations Seminar, a training and instructional program for faculty advisors and student leaders involved in the Model U.N. Program in the United States and throughout the world.

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The United Nations Association of the USA (UNA-USA) is an independent, nonpartisan, nonprofit research and membership organization dedicated to strengthening the U.N. and U.S. participation in international institutions. UNA-USA combines policy research with community-based activities, and functions as a major source of information for Congress, the Executive Branch, the media, and the public-at-large.

UNA-USA is a member of the World Federation of United Nations Associations (WFUNA) headquartered in Geneva, Switzerland. WFUNA has over 70 national Associations throughout the world. These UNAs also promote and support Model U.N. activities in their respective countries and stand ready to assist students interested in starting a Model United Nations program.

UNA-USA also offers a wide range of personalized services to students and teachers interested in the Model U.N. These include special Model U.N. events organized under the direct supervision of UNA-USA's Model U.N. & Youth Programs.

About the Model United Nations

The Model United Nations Program is UNA-USA's primary student program. The program is open to all interested students. The Model U.N. is a group activity that can best achieve educational goals if a diverse range of backgrounds, skills, and experiences are involved. There are over 60,000 students from the sixth grade through graduate school taking part in one or more Model U.N. conferences each year.

Model U.N. conferences, numbering over 130 in 1992, are being organized on an annual basis throughout the United States and has taken root in other parts of the world, particularly because of the leadership of American high schools, international schools and United Nations Associations. Model U.N.s are currently conducted in Canada, Mexico, Chile, Venezuela, Trinidad and Tobago, The Netherlands, United Kingdom, Ireland, Sweden, Switzerland, Germany, Australia, Indonesia, Malaysia, Hong Kong, Korea, Philippines, Japan, India, Egypt, Kenya, Tanzania, Poland, Russia, and Ukraine.

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The Model United Nations

Introduction to the Model United Nations acquaints both teachers and students to the inner workings of the Model U.N. Brief and to the point, this publication presents the fundamental steps for getting the most out of simulations of the United Nations.

The Model United Nations is an excellent way for students to get familiar with the issues and concerns of our world. Through role-playing the representatives of the U.N. Member States, young people of all ages and backgrounds learn about other countries and cultures, while developing a global perspective on issues confronting the world community.

As an educational tool, *Introduction to the Model United Nations* is complemented by a 15-minute video cassette entitled **The Model United Nations** that demonstrates how the Model U.N. works using actual footage from international Model United Nations in Moscow, Washington, and New York.

United Nations

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